

Lexington Middle

702 North Lake Drive
Lexington, South Carolina 29072

Grades	6–8 Middle School	
Enrollment	1,706 Students	
Principal	Ms. Laura S. McMahan	803–359–6169
Superintendent	Dr. Karen C. Woodward	803–951–8363
Board Chair	Albert J. Dooley Jr.	803–359–0844

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	2	0	0	0

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

NO

This school met 21 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Good	No
2005	Excellent	Excellent	No

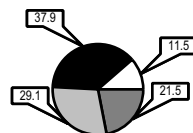
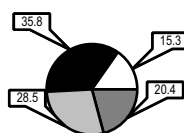
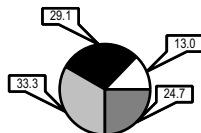
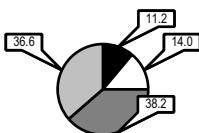
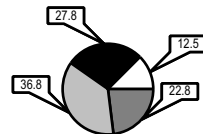
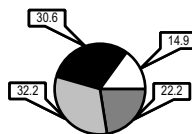
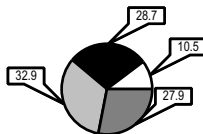
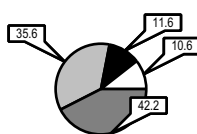
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,690	99.4	13.4	36.7	38.4	11.5	62.6	Yes	Yes
Gender									
Male	850	99.1	18.7	37.7	35.3	8.3	55.9		
Female	840	99.8	8.0	35.8	41.4	14.8	69.3		
Racial/Ethnic Group									
White	1,481	99.4	11.3	35.7	40.7	12.3	66.2	Yes	Yes
African American	128	99.2	35.0	50.4	12.8	1.7	23.9	Yes	Yes
Asian/Pacific Islander	36	100.0	9.1	21.2	54.5	15.2	78.8	I/S	I/S
Hispanic	40	100.0	31.3	43.8	15.6	9.4	31.3	I/S	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,544	99.7	9.3	36.9	41.5	12.3	67.0		
Disabled	146	95.9	58.2	35.1	3.7	3.0	13.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,690	99.4	13.4	36.7	38.4	11.5	62.6		
English Proficiency									
Limited English Proficient	12	100.0	63.6	36.4	0.0	0.0	18.2	I/S	I/S
Non-Limited English Proficient	1,678	99.4	13.1	36.8	38.6	11.6	62.9		
Socio-Economic Status									
Subsidized meals	264	98.9	31.5	48.7	15.1	4.6	31.1	Yes	Yes
Full-pay meals	1,423	99.5	10.3	34.7	42.4	12.7	68.0		

Mathematics – State Performance Objective = 36.7%									
All Students	1,689	99.6	12.5	33.4	24.7	29.4	65.7	Yes	Yes
Gender									
Male	849	99.4	15.0	31.1	22.9	31.1	65.4		
Female	840	99.8	10.0	35.7	26.7	27.7	66.1		
Racial/Ethnic Group									
White	1,480	99.5	10.5	32.4	26.2	31.0	69.1	Yes	Yes
African American	128	100.0	37.3	45.8	6.8	10.2	22.9	Yes	Yes
Asian/Pacific Islander	36	100.0	6.1	18.2	33.3	42.4	84.8	I/S	I/S
Hispanic	40	100.0	21.9	40.6	18.8	18.8	59.4	I/S	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,543	99.8	8.7	33.2	26.6	31.5	70.0		
Disabled	146	97.3	53.7	35.3	4.4	6.6	19.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,689	99.6	12.5	33.4	24.7	29.4	65.7		
English Proficiency									
Limited English Proficient	12	100.0	54.5	27.3	9.1	9.1	27.3	I/S	I/S
Non-Limited English Proficient	1,677	99.6	12.2	33.4	24.8	29.5	66.0		
Socio-Economic Status									
Subsidized meals	264	99.2	31.0	41.8	14.6	12.6	39.3	Yes	Yes
Full-pay meals	1,422	99.7	9.3	31.9	26.5	32.3	70.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,688	99.5	14.7	28.6	20.5	36.2	56.7
Gender							
Male	848	99.3	15.0	26.4	18.7	39.9	58.6
Female	840	99.6	14.3	31.0	22.3	32.5	54.8
Racial/Ethnic Group							
White	1,479	99.4	12.6	27.5	21.7	38.2	59.9
African American	128	100.0	40.7	40.7	7.6	11.0	18.6
Asian/Pacific Islander	36	100.0	6.1	15.2	24.2	54.5	78.8
Hispanic	40	97.5	19.4	41.9	9.7	29.0	38.7
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,542	99.7	10.9	28.7	21.8	38.6	60.4
Disabled	146	97.3	55.1	27.9	6.6	10.3	16.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,688	99.5	14.7	28.6	20.5	36.2	56.7
English Proficiency							
Limited English Proficient	12	100.0	36.4	54.5	0.0	9.1	9.1
Non-Limited English Proficient	1,676	99.5	14.5	28.5	20.6	36.4	57.0
Socio-Economic Status							
Subsidized meals	264	98.9	35.7	38.7	10.5	15.1	25.6
Full-pay meals	1,421	99.6	11.0	26.9	22.2	39.9	62.1
Social Studies							
All Students	1,687	99.5	10.9	29.2	21.6	38.3	59.9
Gender							
Male	847	99.3	12.3	23.2	21.1	43.5	64.5
Female	840	99.6	9.4	35.3	22.2	33.1	55.3
Racial/Ethnic Group							
White	1,478	99.4	9.0	28.0	22.7	40.3	63.0
African American	128	100.0	30.5	46.6	11.0	11.9	22.9
Asian/Pacific Islander	36	100.0	3.0	15.2	18.2	63.6	81.8
Hispanic	40	100.0	28.1	31.3	12.5	28.1	40.6
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,541	99.7	7.6	28.8	22.7	40.9	63.6
Disabled	146	97.3	46.3	33.1	10.3	10.3	20.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,687	99.5	10.9	29.2	21.6	38.3	59.9
English Proficiency							
Limited English Proficient	12	100.0	36.4	36.4	9.1	18.2	27.3
Non-Limited English Proficient	1,675	99.5	10.7	29.1	21.7	38.5	60.2
Socio-Economic Status							
Subsidized meals	264	99.2	24.7	42.3	16.7	16.3	33.1
Full-pay meals	1,420	99.5	8.5	26.9	22.5	42.2	64.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	444	99.6	19.0	31.4	39.0	10.6	49.5
	7	602	99.2	12.3	40.0	34.9	12.8	47.7
	8	542	99.6	9.5	38.9	41.9	9.7	51.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	425	99.5	16.9	29.7	42.3	11.1	53.4
	7	646	99.7	13.9	39.5	39.5	7.0	46.5
	8	619	99.0	9.7	39.1	35.2	15.9	51.1
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	444	99.8	13.3	28.4	27.2	31.1	58.4
	7	602	99.7	11.4	33.2	23.7	31.7	55.4
	8	542	99.8	14.7	43.5	20.9	20.9	41.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	424	99.8	10.3	27.2	34.8	27.7	62.5
	7	646	99.9	10.5	32.8	19.1	37.5	56.6
	8	619	99.2	15.4	38.7	24.2	21.7	45.9
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	424	99.5	16.9	30.1	23.5	29.5	53.0
	7	645	99.7	13.0	28.6	20.1	38.3	58.4
	8	619	99.2	14.2	28.3	19.1	38.4	57.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	424	99.8	7.6	22.9	22.4	47.1	69.5
	7	645	99.5	15.7	33.0	19.2	32.1	51.3
	8	618	99.2	7.5	29.7	24.1	38.6	62.7

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,706)				
Students enrolled in high school credit courses (grades 7 & 8)	25.7%	Up from 25.4%	35.4%	15.5%
Retention rate	3.6%	Up from 1.6%	0.7%	3.0%
Attendance rate	96.9%	Down from 97.0%	96.9%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%	Up from 1.6%	1.7%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	Up from 1.5%	1.6%	4.6%
Eligible for gifted and talented	24.9%	Down from 34.9%	43.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.3%	Down from 9.2%	8.3%	13.6%
Older than usual for grade	2.0%	Up from 1.3%	1.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.3%	0.6%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 114)				
Teachers with advanced degrees	57.0%	Up from 53.4%	56.9%	51.8%
Continuing contract teachers	84.2%	Down from 88.3%	79.1%	78.1%
Highly qualified teachers	89.4%	Down from 91.3%	89.4%	89.6%
Teachers with emergency or provisional certificates	4.9%	Up from 2.1%	5.7%	6.0%
Teachers returning from previous year	94.1%	Down from 94.8%	87.5%	85.4%
Teacher attendance rate	94.6%	No change	95.5%	94.9%
Average teacher salary	\$45,624	Up 3.8%	\$42,612	\$41,328
Prof. development days/teacher	9.8 days	Up from 9.1 days	11.9 days	11.5 days
School				
Principal's years at school	1.0	Down from 11.0	2.0	3.0
Student-teacher ratio in core subjects	24.1 to 1	Down from 24.7 to 1	25.2 to 1	21.3 to 1
Prime instructional time	90.5%	Down from 90.9%	91.2%	89.3%
Dollars spent per pupil*	\$5,508	Down 2.9%	\$5,508	\$6,022
Percent of expenditures for teacher salaries*	65.0%	Up from 64.7%	62.1%	61.7%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	98.4%	No change	96.9%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parents:

Every day Lexington Middle School faces challenges associated with being the largest middle school in the state. We are located in the heart of the county seat at one of the busiest intersections of the county. Our school, originally the area high school, has seven physically separate additions plus 14 portables.

Despite these physical challenges, we continue to remain academically strong. Our successes are a direct result of the excellent community and parental support we receive, as well as the quality preparation taking place at our feeder schools.

For the fourth consecutive year, LMS earned an "Excellent" Absolute Rating on our School Report Card and earned the state's Palmetto Gold Award as a result of our students' performance on the state PACT. LMS was one of 10 middle schools in South Carolina to have shown substantial improvement on PACT, receiving the highest monetary award presented to middle schools during the 2004-2005 school year.

South Carolina's Education Oversight Committee (EOC) recognized LMS as one of nine middle schools in the state to show substantial improvement with a group of students who have historically been identified as underachievers. LMS was recognized for "Closing the Achievement Gap" in the area of mathematics.

The number of students qualifying to take the SAT as part of the Duke TIP program in the seventh grade was 217. Of the 194 who took the test, one was a grand award winner and 45 were state award winners. One hundred and seventy-four students were identified as Junior Scholars by the State of South Carolina in the eighth grade. Twenty of our teachers have achieved National Board Certification status.

LMS continues to search for ways to move all students forward with stronger skills in every content area. As a result, this year brought renewed focus on the core areas of instruction. Concentrated planning meetings, collaborative time for study, and time spent matching and assessing the standards were our three main strategies. In addition, a literacy coach focused on reading in all areas of study and met with teachers as well as students. Evening meetings were held to focus on reading, reviewing the state standards in all core areas, and disseminating information concerning courses and curriculum choices. Our Data Team provided leadership for the SACS study, which we successfully completed in the spring.

The content literacy program and a full-time technology integration specialist provided teachers with opportunities to effectively utilize technological resources in the classroom, maintaining high expectations. The Parent Teacher Organization (PTO) provided numerous grants to teachers for classroom and instructional needs showing unprecedented assistance for student achievement and teacher support.

The School Improvement Council, made up of parents, community partners and teachers, worked to support the school's growing challenges. Their dedication to a positive, sound learning environment for all students was the focus of monthly meetings. LMS is indeed fortunate to be well-supported by both parents and community.

Glenn Wright, SIC President
Laura S. McMahan, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	85	0	5
Percent satisfied with learning environment	98.8%	FORMS	I/S
Percent satisfied with social and physical environment	97.6%	LOST IN	I/S
Percent satisfied with school-home relations	96.4%	SHIPMENT	I/S

*Only students at the highest middle school grade level at this school and their parents were included.